



EFFECTIVENESS OF CONSTRUCTIVIST APPROACH ON ACHIEVEMENT IN COMMERCE AMONG STUDENTS AT HIGHER SECONDARY LEVEL

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ABSTRACT

The present study is to find out the effectiveness of constructivist approach on achievement in commerce among students at higher secondary level. Experimental method was used to conduct the study. The study was conducted on a sample of 100 students divided in to experimental group and control group of 50 students each. The major findings of the study hold that under appropriate condition, majority of the population can be brought to high level of achievement in the commerce by using constructivist approach.

Introduction

Education is the process by which a society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Learning is a well-designed scientific process for achieving the desired goals. For attaining the desired goals, the entire pedagogical process should trigger in the right direction. In constructivism, knowledge is created by the individual from his or her own observations, reflections and logical thought. Mayer (2004) argues that not all teaching techniques based on constructivism are efficient or effective for all learners, suggesting many educators misapply constructivism to use teaching techniques that require learners to be behaviourally active. Constructivist approach supports learning through active construction of knowledge from the learners' experiences (Mayer, 1999).

Need and significance of the study

Commerce has a close relation to the society. There has been tremendous progress in the field of commerce education for the last few years. There are many changes that have taken place day by day. The traditional methods of commerce education are not up to the expected level. Here prevails the importance of new approaches and strategies in commerce teaching. Constructivist approach is a teaching learning method in which an individual learner builds his own knowledge and skills in a systematic way.

Objectives of the study

Objectives of the study were

1. To determine the effectiveness of constructivist approach on achievement in commerce among students at higher secondary level.
2. To determine the effectiveness of conventional activity oriented method on achievement in commerce among students at higher secondary level.
3. To compare the effectiveness of constructive approach and conventional activity oriented method on achievement in commerce among students at higher secondary level.

Hypotheses

There is a significant difference between the achievement of students taught through constructive approach and conventional activity oriented method on achievement in commerce among students at higher secondary level.

Methodology

Experimental method was used to conduct the present study, with sample of 100 higher secondary school students. The design selected was pre-test, post-test, non-equivalent group design.

Tools used

1. The Kerala verbal test of intelligence (Nair, 1968).
2. Lesson transcripts based on constructivist approach.
3. Lesson transcripts based on conventional activity oriented method.

Data collection procedure

A pre-test was conducted by the investigator to identify the equivalence of control and experimental groups. The students in the experimental group were taught through constructivist approach and the students in the control group were taught through conventional activity oriented method. After teaching the topic, the investigator conducted an achievement test for both groups. Analysis and interpretation of data

Table 1
Mean difference between experimental group and control group in their pre-test

Group	No. of students	Mean	SD	CR	Level of significance
Experimental	50	10.34	3.60	0.48	Not significant at 0.01 level
Control	50	10.75	3.98		

The CR obtained for pre-test is 0.48, which is not significant at 0.01 level. This shows that there is no significant difference on achievement in commerce of experimental and control group for pre-test.

Table 2
Mean difference between experimental group and control group in their post-test

Group	No. of students	Mean	SD	CR	Level of significance
Experimental	50	13.18	4.03	4.48	significant at 0.01 level
Control	50	11.05	3.24		

The CR obtained for post-test is 4.48, which is significant at 0.01 level. This shows that there is a significant difference between the experimental and control groups with regard to their achievement in commerce for post-test. The mean post-test scores of experimental group showed that after thought with constructivist approach, they achieved more than control group. This implies that the constructivist approach is more effective than conventional activity oriented method on achievement in commerce of students at higher secondary level.

Tenability of the Hypotheses

The tenability of the hypotheses may be tested on the basis of conclusions arrived at from the data collected. The hypotheses formulated for the study were.

Hypothesis

There is a significant difference between the achievement of students taught through constructive approach and conventional activity oriented method on achievement in commerce among students at higher secondary level.

The superiority of constructive approach over the conventional activity oriented method on achievement in commerce was proved by the findings that substantiate conclusion. Hence the hypothesis formulated for the study is fully substantiated.

Educational implications of the study

This study investigated the effect of constructivist approach on achievement in students at higher secondary level. The analysis of data reveals that constructivist approach helps in improving the achievement level of students. Here prevails the importance of better learning experience to increase creative, critical, flexible and divergent thinking. The constructivist approach is an effective method on teaching commerce at higher secondary level. All the teachers should encourage constructivist approach according to their subject.

Conclusion

The entire learning process, constructivist approach has a magnetic power to develop life skills among learners. The most powerful experiences can create the most powerful social skill development. Variety in experiences provides variety in skill acquisition. The level of performance of students who learnt through constructivist approach was greater than the other part and hence it is evident that constructivist approach is also an effective approach to teach commerce education.

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